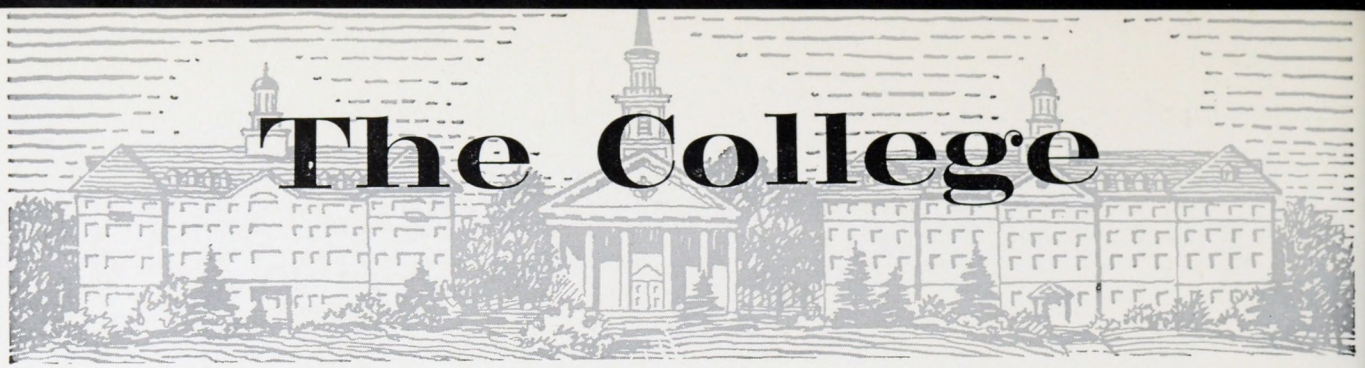
MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends



The College

College Purchases Robert Frost Home To Maintain as Educational Memorial

Middlebury College now owns the Homer Noble Farm, longtime home of Robert Frost, located in Ripton near the College's Bread Loaf mountain campus. According to a recent announcement by President James I. Armstrong, the 150 acre farm, where the distinguished American poet lived and wrote for twenty-two years, was purchased from Mr. and Mrs. Theodore Morrison, close friends of Mr. Frost for many years. Acquisition of the historic and literary landmark was made possible by an anonymous gift to the College.

Middlebury will maintain and use the property for educational purposes, establishing the farmhouse, barn, cabin and the surrounding lands as a memorial to Robert Frost. As a memorial the property will be open to the public during appropriate times each year under regulations and supervision developed by the College. Mr. and Mrs. Morrison have agreed to serve as custodians at the Robert Frost Memorial for ten years. During this custodial period when they are in residence at the property, times when the Memorial will be open to the public will be subject to mutual agreement with them.

In announcing the purchase, Dr. Armstrong said, "Middlebury College is honored to share in paying tribute to the distinguished American poet Robert Frost by establishing through the generosity of anonymous donors a memorial to him at the Homer Noble Farm in Ripton, Vermont—the farm which Mr. Frost loved so much and which returned strength and power to him. The poet's proximity to the Bread Loaf School of English was good fortune for the College and a catalyst to the Bread Loaf Writers' Conference. It is especially pleasing that Mr. Frost's close friends, Mr. and Mrs. Theodore Morrison, will be the custodians in the initial years of this project."

The four time Pulitzer Prize winner's association with Middlebury dates back to 1921 when he became a special lecturer at the College's Bread Loaf School of English. He served in that capacity from 1921 until his death in 1963. He also was one of the proponents of the Bread Loaf Writers Conference and was special lecturer from 1926 to 1963.

Middlebury Ends UVM Football Rivalry

Termination of the traditional football rivalry between Middlebury College and the University of Vermont was announced on Jan. 23 by President James I. Armstrong. The final game in the series will be played Nov. 9, 1968 at Centennial Field in Burlington in accordance with the present schedule.

In making the announcement Dr. Armstrong stated "It's with great regret and a deep sense of nostalgia that Middlebury ends its long football rivalry with the University of Vermont. The annual contests were always marked by friendly and spirited competition that brought many satisfactions to both our institutions. Our close ties with the University and its people add to our feelings of reluctance as we end the series in the face of growing disparity in the size of our respective student bodies. It is because the series has been a long and honorable one that it seems wise that we close it at this time in friendship and mutual respect."

Duke Nelson, Director of Athletics and varsity Panther football coach, and Ed Donnelly, Director of Athletics at Vermont, expressed regrets at the ending of the football rivalry between their institutions. Donnelly felt the "University of Maine set a precedent (for Middlebury's action), when the Maine State Series broke up three years ago." Maine had a round robin series with Bates, Bowdoin and Colby.

The Middlebury announcement renewed speculation that Norwich University would also drop Vermont from its varsity football schedule. Bob Priestly, Director of Athletics at Norwich, revealed that the Cadets' football contract with UVM extends through November 1968. While Priestly didn't say Norwich is about to drop the Vermont series, the Vermont press indicated that such action is contemplated.

The *Rutland Herald* commenting on the end of the Middlebury-Vermont football series stated, "The Vermont games have been the biggest drawing cards for both Middlebury and Norwich over the years, while UVM has been building its rivalry with Yankee Conference schools with a stepped up recruitment plan. Middlebury and Norwich haven't elected to take this course."

In the fall 1969 season U.S. Coast Guard Academy will replace Vermont on the Middlebury schedule for that year. Starting in 1970, Union will fill the game spot left vacant by Vermont.

Dating back to 1897, the Middlebury-Vermont series has been one of the nation's oldest intercollegiate rivalries. During 60 years of competition Vermont has won 28 games, Middlebury has won 26 and there were six ties.

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George H. Huban, Editor
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Sports Round-Up: Fall Season Report — Winter Season Forecast

by Max Petersen

The 1966 Middlebury football team's efforts to achieve a winning season were destroyed as a relatively inexperienced team played one of its toughest schedules in years. The Panthers finished their first eight-game schedule in several seasons with a record of three wins and five losses.

Despite the 3–5 mark, Coach Duke Nelson called 1966 a good season considering the quality of opposition his team faced. Losing performances against R.P.I., Hamilton and Norwich were somewhat disappointing, but the other five were hard-fought games in which the Panthers turned in some good football.

The three games the Panthers won, they fought for, and two were major upsets. The 14–6 win over Wesleyan, which went on to post a 6–1 record, was the team's best defensive effort and the 20–19 upset of top ranked Bates was the finest offensive game.

Middlebury's only other win was a 19–17 come from behind victory over Worcester Tech. Losses were to R.P.I., 18–14; Williams, 20–0; Hamilton, 34–7; Norwich, 14–0, and Vermont, 27–3.

Injuries and inexperience played a key role in Panther losses to R.P.I. and Hamilton. When the team was healthy it proved hard to beat.

Quarterback Charlie Brush opened the eyes of the opposition with his passing and with one year experience should be even better next year. He should get some help in the position from a trio of quarterbacks and some good receivers from a fine frosh team that posted a 3–2 record.

The young Panthers defeated R.P.I., 7–6; Norwich, 46–7; and Vermont, 28–16. They dropped decisions to Amherst, 28–14, and Williams, 40–14.

SOCCER: Faced with the loss of 22 lettermen including a pair of All-Americas, the soccer team seemed headed for a dismal season. However, championship performances this year by several individuals kept the Panthers high in New England soccer circles with a 5–2–2 mark.

Middlebury not only posted a winning season, but placed two of its players on the All-America squad again this year. John D. Garrison, converted from forward to goalie at the start of the season, was named to the All-America first team, and Capt. Pete Kovner, fullback, made the second team.

Coach Joe Morrone's charges suffered a number of injuries to such key players as Garrison, Kovner, Tom Moore, Stu Bicknell, Ned Dumbo, and Dave Rubert, out for the year. Inexperienced players stepped into the vacancies and did the job with skill.

Middlebury opened the season with a 2–1 win over Dartmouth and then was shut out 4–0 by a strong Williams squad. The Panthers bounced back to run off a string of four victories over Springfield, 3–0; M.I.T., 4–1; Union, 2–1, and Vermont, 1–0.

Connecticut pulled a 2–0 upset to halt the win streak. Middlebury closed out the season with tie games against R.I.P., 1–1, and Norwich, 3–3.

The Panther frosh team turned in a good 3–2 record. The freshmen defeated Norwich, 5–1; Dartmouth, 4–1, and Union, 1–0, while losing to Vermont, 3–0, and R.P.I., 6–2.

Winter Season Forecast

Lacking depth and veteran personnel, the Middlebury winter sports teams may face lean records this year.

Middlebury Coaches Bobo Sheehan in skiing, Wendy Forbes, hockey and Gerry Alaimo, basketball have some promising veteran material to work with, but must successfully groom sophomores to fill varsity vacancies if they hope to have a winning campaign. The relative lack of game experience by these sophomores and in some cases juniors, is one of the main reasons for a slow December start this year by both the basketball and hockey teams.

HOCKEY: Coach Forbes has an 18-man squad to work with this year, but eight of its members are sophomores who must attempt to overcome the big step up from freshman to varsity sports.

These inexperienced sophomores are being called upon to fill the shoes of such departed veterans as Wayne Halliwell, a hard skating Canadian who led the team in scoring last year; George Walker, a good playmaker, and Freeman Allen, a fine defensive player.

The goal is expected, again this year, to be the Panthers' strong point in the able hands of Captain Pete Brown, one of the finest goalies in the East and the best in the modern history of the sport at Middlebury.

Brown was ranked second last year in ECAC Division II and led the Division his sophomore year in saves and goals allowed per game. Backing him up in the nets this year is Tom Harrington, an able sophomore goal tender from Wellesley, Mass., who played well on the freshman team last year.

The Panther defense is better this year with veterans Al Lindsey and Carter Jahncke holding down the starting slots. Backing them up are Peter Montori and Ralph Sexton, both sophomores.

Leading the offense is Canadian Blaine Doherty, second high scorer last year. Other veteran front linemen are Pete Kirkpatrick, Ken Donovan, Jerry Smith, Pete Treska and John Watt.

The Panther offense has proved it can score, even against some of the best teams in the East. Although sporting only a 3–7 record, to date, the Middlebury offense scored 37 goals and has yet to be shut out by such Eastern powers as Army, Colgate and New Hampshire.

Doherty is sharing the lead in the Panther scoring with promising sophomores, Ron St. Louis, center, and Dave Symonds, wing, each with 13 points.

The Panthers' only wins have been over Norwich, Vermont and Williams. They have lost to CMR, New Hampshire, Army, Colgate, Bowdoin, Dartmouth and R.P.I.

Despite the slow start Middlebury should start winning as sophomores

become exposed to more game experience and adjust to the more demanding varsity brand of play. It took the Panthers nearly half the season last year before the team jelled and the same is expected to be true this year.

As THE NEWS LETTER went to press in early February, Middlebury upset Dartmouth 3–2. Center Blaine Doherty slammed home the tie-breaking goal at 18:15 of the final period to give the Panthers an upset win over the favored Indians at the Memorial Field House. Panther goalie Pete Brown made 29 saves and Dartmouth's Cook stopped 24. The decision left both teams with identical 4–9 records.

BASKETBALL: The pre-season billing of the Middlebury basketball team as the shortest intercollegiate team in New England, has come back to haunt Coach Gerry Alaimo's hoopsters in their first five games. A lack of Panther height on the team has offset great individual scoring performances and has spelled defeat in all five games to date.

With Captain Peter Roby, the tallest starter, standing at only 6–3, rebounding has been a major problem. The Panthers have held a shooting edge in at least two games this year, only to be outclassed on rebounds.

The nucleus of the Middlebury team is made up of Roby, a forward; sharpshooting guard Dave Vanier, Dave Nicholson, an aggressive senior guard and Bob Reed, a junior forward who is battling sophomore Rick Minton for a starting slot. Rounding out the first five is sophomore Kevin Ducey, who scored 30 points in his first varsity game against Trinity.

Middlebury also lacks bench depth this year, but does get much needed assistance from seniors Karl Lindholm, and Richard Roller, and from sophomores Jack Freshman and Dave Breen.

Basketball, which seems to have been in the doldrums at Middlebury for several years, appears to be on its way to recovery despite the 0–11 record this year. No longer are Panther losses by wide margins, but now come in overtime or by five to ten points or less.

Poorly attended in the past, the season opener with Trinity was seen by a large crowd at Memorial Field House. Fans at that game got a show as the determined Panthers nearly upset highly regarded Trinity before bowing in overtime 85–80.

Since then Middlebury has lost to St. Lawrence, Clarkson, St. Michael's and Northeastern, one of the strongest teams in New England, American International, Trinity, Wesleyan and Williams.

Vanier is the Panthers' leading scorer with 22 points per game and a hot 57.8% shooting average from the floor. Runnerup in individual scoring is Ducey with 17 points per game and a fine free throw record of 52 for 63.

Basketball prospects look even brighter for the future with what looks like one of the finest freshman teams in 10 years at Middlebury. The 14–man squad, which contains 11 players 6 feet or taller, includes some promising talent.

The frosh downed Norwich 89–71 in the opener and gave St. Michael's a real battle before losing to the Knights, 84–73.

SKIING: Panther skiers had little chance to do more than conditioning workouts prior to Christmas because of a snow shortage in Vermont. However, some team members gained experience at a USEASA training camp in southern Vermont under the direction of Middlebury Coach Bobo Sheehan.

Ski fortunes don't appear as bright as they have in past years. The team lost 10 seniors including captain Tom Easton and USSA team member Roger Buchika.

Other losses are John Brodhead, an excellent nordic competitor now coaching in prep school ranks, as is Dennis Donahue, a fine four-event skier. Definitely missed are such outstanding nordic skiers as Bill Wells, Steve Perry, Bob Nields, Erle Morse, Dave Stonington and Glenn Govertsen.

Despite these losses a good squad of returning lettermen should make Middlebury a strong contender to regain the EISA title from Dartmouth. Veteran Panthers are Captain John Morton and Terry Morse, two of the top cross-country skiers in the East, plus Ed Norton, a fine jumper, and alpine skiers Mike Dooley, Bill Harriman and Bill McCollom.

The nordic squad will be the strong point of the team this year. What could be a drawback is a lack of veteran depth in all events.

The Panthers are well stocked with 10 sophomores who saw some action on last year's frosh squad. These sophomores will help some, but most lack competitive experience.

Strongest competition can be expected from traditional rivals Dartmouth, Williams, Vermont and St. Lawrence.

Fall Scoreboard

VARSITY FOOTBALL

Midd.		Opp.
14	R. P. I.	18
14	Wesleyan	6
19	W. P. I.	17
0	Williams	20
7	Hamilton	34
20	Bates	19
0	Norwich	14
3	Vermont	27

Won 3, Lost 5

FRESHMAN FOOTBALL

Midd.		Opp.
7	R. P. I.	6
14	Amherst	28
46	Norwich	7
14	Williams	40
28	Vermont	16

Won 3, Lost 2

VARSITY SOCCER

Midd.		Opp.
2	Dartmouth	1
0	Williams	4
3	Springfield	0
4	M. I. T.	1
2	Union	1
1	Vermont	0
0	Connecticut	2
1	R. P. I.	1
3	Norwich	3

Won 5, Lost 2, Tied 2

FRESHMAN SOCCER

Midd.		Opp.
5	Norwich	1
4	Dartmouth	1
0	Vermont	3
2	R. P. I.	6
1	Union	0

Won 3, Lost 2

The Middlebury Student

A Look at the Academic Year

By Sanford W. Shaw, '67

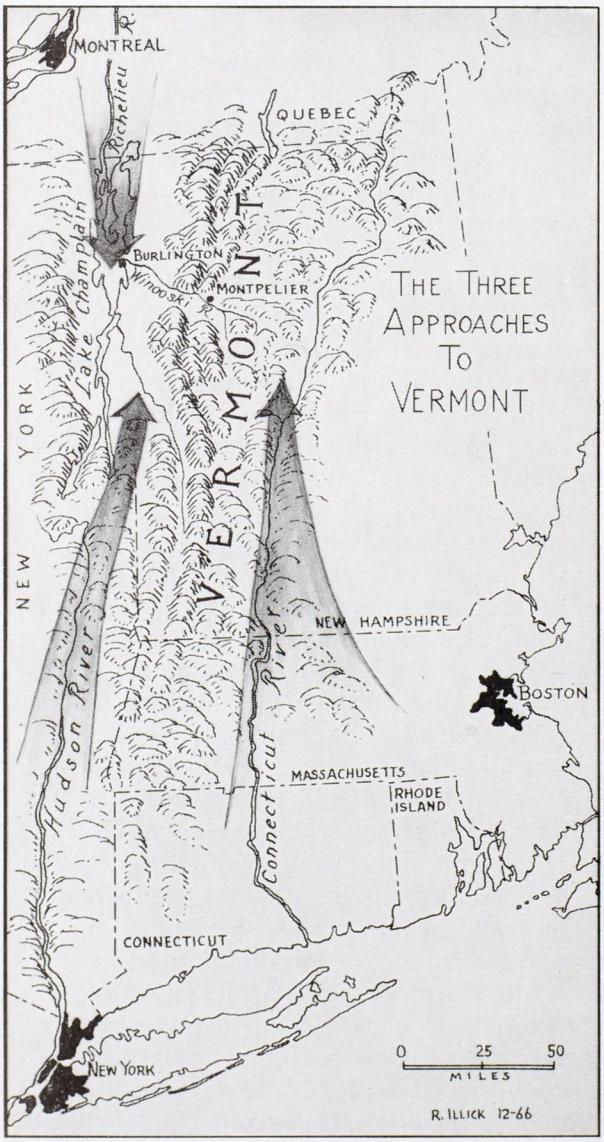
A lot of learning can take place during the nine-month academic year at Middlebury, but the student often wonders whether this period's organization has been developed to facilitate or to hinder the learning process.

First of all, the vast majority of Middlebury students face an array of five full courses to be completed each semester. Although most courses meet for only three hours each week, the outside preparation, reading, and research projects they require take up many times that number of hours during every week. A language course which necessitates daily practice, oral and written exercises, and work in the language laboratory, a history course which demands more than 500 pages of reading each week, a science which involves numerous hours performing laboratory dissections and experiments, an English seminar which includes the writing of several analytical papers requiring careful examination of a text and a logical thought development, and a fine arts design course which occupies a great deal of time in the preparation of creative individual projects, all add up to a staggering weekly work load which, if it were to be completed as thoroughly as it ought to be, would leave little time for eating, sleeping, or any other activities.

Thus, the very size of the work load poses problems for a great many students. They are forced to concentrate on one specific course's demands for two or three days at a time, causing themselves to fall behind in other courses, in which they will have to concentrate equally hard later on in order to catch up. The study process becomes a system of block studying in separate courses and a constant attempt to remain abreast of the assignments in all of one's courses, a goal which is seldom possible, especially if the student has any desire to accomplish some outside reading not required by his courses but often related to them. Since reading widely is the basis of any good education, it seems an especial shame that such reading cannot fit easily into most students' schedules, as it certainly should be able to at a liberal learning center such as Middlebury.

It is only too clear that none of the five courses a student takes each semester will cover its topic with as much depth as it could if it were allowed more time, if the instructor could spend more than three hours a week lecturing, or if the student had more time for individual reading and research in each course. The obvious solution is a reduction in the number of courses a student is required to take each semester.

Four courses a semester instead of the presently required five would be a great improvement, but three a semester would seem ideal. In those courses where the instructor felt that the lectures were especially important, the number of lectures each week could be increased to five, with the class meeting every day Monday through Friday. This organization would seem especially beneficial for elementary and intermediate language classes, where constant exposure to and use of the language is so vital for the acquisition of a thorough knowledge of the foreign language. In courses involving a more substantial amount of individual reading and research, the student would have the time to devote to a study of greater intensity in his field of interest. There would likely be time for personal reading in many areas. The student would be faced with fewer pre-A's, papers, and final examinations each semester. He would be learning more about each of three topics of study than he would usually learn about five such subjects. Courses could be more intensive right from the beginning and cover more ground more quickly, permitting even introductory courses for freshmen to reach a fairly high level of academic involvement early in the college year. The most important aspect of such a revision in the course load would be the increase in the amount of time (*Please turn to page 16*)



Vermont:

GEOGRAPHY is the study of place, in the same sense that history is the study of time. In its broadest context, place is synonymous with space and is defined as "extension in two (or three) directions." In a narrower sense it is a "particular part of space, of definite situation; a part of the earth's surface."

Places, like people, have their own individual personalities. In every "particular part of space," the physical variables of location, climate, soils, vegetation, topography, and bedrock are interwoven in an environmental matrix that is never quite the same as anywhere else. It is the geographer's task not only to catalog the multiple variables that contribute to the "personality of place" but also to assess the constantly changing economic, social, and political "significance of place." Knowing *where* a place is is merely the necessary first step to understanding *why* it is there, how it interacts with other places, and what significance it has. Far from being an exercise in rote memory, then, geography is an analytical study of the complex interrelationships which exist between man and the earth—a bridge between the natural and social sciences.

Using Vermont as a case study, I propose to examine how geography has affected certain aspects of its political and economic development. During the last three and a half centuries a multitude of momentous changes have affected this "particular

A GEOGRAPHIC APPRAISAL

by Vincent H. Malmstrom

part of space," and the personality of Vermont is considerably different today than it was even fifty years ago. Yet, has the *significance* of this place changed appreciably through time? This is the question I wish to explore with you now.

Some Observations on the Political Geography of Vermont. Vermont not only owes its name to the mountains which comprise its backbone, but also its political identity as a state. Long before the white man's arrival, the geographic "facts of life" of this region were manifestly clear to the Indian. Because of its topography (i.e. the Green Mountains, together with the Taconics), Vermont was a no-man's land—a peripheral area rather than a nucleus, a hinterland rather than a core. Already in pre-Columbian times Vermont was a buffer between three distinct centers of power located in the adjacent lowlands. One of these lay in the St. Lawrence valley, with access to Vermont from the northwest through the Richelieu river and Lake Champlain. A second lay in the Hudson-Mohawk corridor or New York state, with access to Vermont from the southwest through the upper Hudson valley. And the third lay in southern New England, with access to Vermont from the southeast through the Connecticut valley. The least accessible part of Vermont even then was the northeast—a "backdoor" region that led nowhere.

Thus, Vermont found itself within the overlapping orbits of three power centers, exemplified in the first instance by the Algonkins in the northwest, the Iroquois in the southwest, and the Massachusetts in the southeast. Thanks to their geographic isolation, the Abnaki of northeastern Vermont were largely spared involvement in the almost constant struggles that embroiled the other tribes.

The arrival of the white man merely reinforced the existing geographic patterns; it did not alter them. In all three of the strategic lowlands, the native centers of power were quickly supplanted by Europeans —French in the northwest, Dutch in the southwest, and English in the southeast. In the three-way contest which ensued, the English managed to erase their opponents from the map militarily but not toponymically. One still finds French place names localized in northwestern Vermont, Dutch place names in the southwest, and what few Indian (i.e. Abnaki) names adorn the Vermont map are geographically concentrated in the northeast.

But even the English victory did not change the geographic facts of life for Vermont. It was still a buffer, because the real centers of power still lay where they always had—in the lowlands to the northwest, southwest, and southeast. Caught helplessly between the contentious colonies of New Hampshire and New York, Vermont seized the opportunity afforded by the Revolution to exploit its strategic loca-

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tion between the rebelling Colonists and the Crown and declare its political independence—thus playing off one buffer role against the other. Seldom has a political entity come into being in such open defiance of geography, for with the creation of Vermont the lowland access-ways became its boundaries (itself a contradiction in function) and the mountainous no-man's land at its center became its nucleus. Ever since its founding, therefore, the State of Vermont has been a "hinterland" playing at being a "core."

Although Vermont defied the broader regional patterns of geographic reality to declare its independence, once in being it quickly had to come to terms with its local internal geography. In this regard the founders of Vermont were true to the prevailing American political philosophy, which was geographically-conscious to a striking degree. Thus, they created a bicameral General Assembly, the members of one of whose houses were elected to represent geographic areas (towns) rather than numbers of people—a concept which is basic to the idea of federalism. Likewise, in the approved American fashion of maintaining checks and balances in government, they insisted on a geographic separation of powers, with the capital of the state being purposely divorced from the largest and most important commercial city and preferrably located near the geographic center of the state. Thus, their choice of Montpelier as a capital, a place which still has little more than this political function to account for its presence on the map.

By achieving political sovereignty, Vermont managed to win recognition as a distinct geographic area and thereby gained a voice in the Senate of the United States equal to that of the largest state. On the other hand, because of its small population, Vermont is today accorded only the minimum representation in the House of Representatives. It may be said, then, that thanks to our particular form of government, Vermont enjoys a national political significance out of all proportion to its size, either areally or population-wise. Clearly, if recent Supreme Court decisions emphasizing the principle of "one man, one vote" were implemented on the national level, Vermont would even more fade back into its traditional role of being a hinterland. Noble as the ideals of democracy are, we often forget that democracy does not exist in nature. "All places were not created equal," and there is very little that man can do to even assure them "equality of opportunity." Vermont's political independence has tended to obscure this geographic fact of life, but it has never managed to negate it.

Some Observations on the Economic Geography of Vermont. As we have seen, Vermont has always been a buffer and a hinterland. This is because it has never possessed the qualities of a core—a center of economic and political power—in its own right. The reason for this, in turn, is that Vermont has been so sorely handicapped by its geography.

Geographic handicaps are, however, seldom obvious or of great consequence to economies which have not evolved beyond the subsistence level. As long as the primary American livelihood was subsistence farming, Vermont had little less to recommend it than any other place. But as soon as commercial agriculture, together with the geographic specialization of labor, became the order of the day, Vermont found itself hard pressed to meet the competition of other, more favorably endowed regions. Its stony hillsides and short growing season were no match for the

rolling plains, deep loamy soils, and warm continental climate of the Middle West when it came to growing wheat. Nor could Vermont long meet the competition of the vast rangelands of Montana and Wyoming when it came to raising sheep, nor of the extensive meadows and pasturelands of Wisconsin and Minnesota when it came to producing butter and cheese. Therefore, the patterns of agriculture which we find in Vermont today represent a fine adjustment to local geographic conditions, insuring the most rational and competitive forms of land use. For example, Vermont farmers specialize in hay and forage crops because of the relative shortness and coolness of the growing season and the inherent infertility of the soils. Similarly, they specialize in fluid milk production because of their geographic proximity to large consuming markets (the traditional core areas, now examplified by metropolitan Boston and New York, to which Vermont has always been oriented). Capitalizing on the micro-climatic advantages afforded by the presence of Lake Champlain (slow warming in spring and late frosts in fall), as well as on the air drainage provided by slopes, farmers in western Vermont likewise specialize in the production of apples, to which honey may also be added as something of a "symbiotic by-product."

Unlike agriculture, which is dependent on the spatial characteristics of *areas*, both industry and commerce are dependent on the attributes of places which are literally *points*. Thus, many of the earliest industrial activities in Vermont were geographically fixed by such site factors as waterfalls and rapids for power or by the occurrence of a given mineral product for use as a raw material. As long as water-power was the primary motive force in industry, Vermont, in common with the rest of New England, was a decidedly favorable place in which to locate a manufacturing firm. But, with the shift to coal-fired steam power, New England found itself at a competitive disadvantage because it lacked coal, and landlocked Vermont was especially handicapped because it could not easily import the needed fuel by cheap water transportation. Industry fell back on the only advantages Vermont could offer—raw materials, which were limited, and labor, which was not. Even today one of the few attractions that Vermont holds out to the industrialist is its pool of apt and conscientious workers.

Thanks to the rapid advances which have taken place in the technology of transport (i.e. the conquest of space, or distance) during the last century, the principal measure of a place's significance to industry or commerce today is its accessibility, or what the geographer terms its situation. The more accessible a place is, the wider a hinterland it can reach and serve, the more industries and commercial establishments it will attract, and the larger population it can support. Thus, the very size of a city is a measure of the value of its geographic location. That Burlington is Vermont's largest city is simply a reflection of the fact that it occupies the most strategic "crossroads" in the state—the convergence of the principal north-south artery through the Champlain lowland with the primary east-west corridor through the Green Mountains, the Winooski valley. However, the fact that no place in Vermont supports even as many as 40,000 people is eloquent testimony to the offside location of the state as a whole.

Due, therefore, to the marginal character of its agriculture and to its peripheral location for industry and commerce, Vermont still finds itself in the role that geography originally cast it in—a hinterland tributary to the real centers of economic and political power that lie to the northwest, southwest, and southeast. In recent decades the increasing affluence and leisure time of Vermont's metropolitan neighbors, combined with the greater mobility afforded by automobiles and superhighways, has given them a new appreciation of Vermont's intractable geography. Mountains that defeated the farmer now challenge the ski enthusiast, while lakes and rivers which had limited utility as arteries of transportation or sources of power now beckon the swimmer, boater, and fisherman. Vermont is taking on new significance as a playground for the megalopolitan masses simply because industry and commerce passed it by and left it so "unspoiled" and "uncrowded."

Geographically then, there is little doubt as to what the future holds for Vermont. A generation hence, when twice as many people crowd this planet as at present, the super-cities which bracket Vermont both to the north and south will find in this still, semi-isolated oasis of beauty what will then be the equivalent of a "high-class residential district." In the year 2000 business and professional people (few of whom will be Vermonters) will be commuting to the centers of Megalopolis from their villas on Lake Champlain or their chalets in the Green Mountains as easily as they now do from Westchester or Chevy Chase. The scale of spatial interaction will have increased but there is little reason to anticipate that its basic geographic pattern will have changed.

It has been said that "planning is the geography of the future." Vermont may be powerless to alter its traditional role as a buffer and a hinterland, but through a carefully formulated program of state-wide planning it can at least begin now to channel the coming currents of change in positive directions. The significance and meaning that this place—Vermont—will have to our children will depend on how well we plan and how well we preserve its personality.

FACULTY FORUM

WHAT IS THE FUTURE OF THE SMALL LIBERAL ARTS COLLEGE?

Four young teachers appointed to the Faculty this year discuss this question and their reasons for coming to Middlebury at a time when a variety of proclamations have been sounding the death knell of the small liberal arts college.

THOMAS H. HIBBARD
Assistant Professor of Economics

FREDERICK C. CABOT
Instructor in English

RUSSELL J. LENG '60
Instructor in Political Science

NICHOLAS R. CLIFFORD
Assistant Professor in History

Thomas H. Hibbard

EACH YEAR the liberal arts colleges educate a smaller share of the total collegiate population in a declining percentage of the nation's institutions of higher education. Until the present this change has been relative, that is, it has been due to the growth of tax-supported state universities rather than to an absolute decline in the number of liberal arts colleges and their enrollments. But should the trend continue, some privately-supported colleges will probably be unable to survive as public schools outbid them for faculty and students.

Yet it is not inconsistent to expect bleak days for *some* liberal arts colleges and to accept a teaching position at Middlebury College. It is virtually impossible to review all the special factors which seemed vital to me in applying and accepting a teaching post. But, in essence, I wanted to join a staff of competent economists in the teaching of capable students. At Middlebury I am fulfilling, I am glad to report, my essential requirements for a teaching position. Moreover, while some private colleges are showing signs of weakness, Middlebury's future looks secure when one considers the magnitude and nature of recent fund-raising and fund-spending activities.

During the time when I was engaged in correspondence with and having interviews with members of the Middlebury College Economics Department I was convinced that every effort was being made to keep its program up-to-date. In particular, I was impressed with the degree to which the specialties of recent appointees and new courses corresponded to recent developments in the field. Our department is forward-looking and willing to consider any curricular change which promises to improve the program in economics. For example, several courses are being adapted to the new teletype connection with the Dartmouth College computer. Moreover, the department is presently applying for a grant to finance its own teletype hookup to the computer.

Department strength comes partly from the broad range of interests and specialties of staff members. As a result, we can and do learn from each other informally and through a faculty seminar in economics. Perhaps because of our diversity, the opinion of any staff member, regardless of his rank or seniority, is listened to attentively by others. No member of the department seems to be more equal than any other. The results are sound policy, increasing professional competence and a measure of genuine personal, intellectual satisfaction, and the joy of shared experience.

To be a teacher one needs students. Other things being equal, the better the students the better the teaching. In accepting an appointment at Middlebury, I was aware of the College's reputation for attracting able students. Furthermore, I knew that many of them major in economics. During this semester, my first at Middlebury, I have come to know several students who show promise for graduate work. But only 25 per cent of our majors who engage in postgraduate study work toward the Ph.D. degree. Of course I am pleased that so many of our students continue their formal education, but as an economist I am somewhat disappointed that most of our good students choose business school. Biologists and political scientists must have ambivalent feelings, too, when their strong majors opt for medical school and law school.

To retain or acquire any particular instructor, Middlebury must offer salary and other employment conditions, and living circumstances which are attractive. Conditions for faculty and students at Middlebury are good and are, I feel, improving. Illustrative of recent progress are new buildings, the new Senior Work Program, and the Faculty Leave Program. A Science Center is under way and a Music-Fine Arts Center is on the drawing board. The new Senior Work Program provides time for serious independent work by breaking a regimented pattern of classes, lecture notes, and periodic examinations. The relatively new Faculty Leave Program is certain to be useful in recruiting, retaining, and improving faculty. Everyone will enjoy the improved facilities of our new buildings. But the lot of faculty and students elsewhere, particularly at tax-supported state universities, is also improving, certainly at a faster pace than at some of the less affluent liberal arts colleges. Some of these private colleges may fail under the financial pressure. Occidental College President Richard C. Gilman thinks ". . . about 350 marginal liberal arts colleges may have to go in the next 10 years."

I do not believe this is a time for complacency, even though I have serious reservations about the accuracy of President Gilman's grim forecast. In any event, Middlebury is not a "marginal college." The College's endowment, if not huge, is at least substantial and the results of the recently concluded Challenge Fund are encouraging. According to the Treasurer's report published in the autumn 1966 issue of the Newsletter (and economists pay interested attention to such things) ". . . contributions received in these two years (ending June 30, 1966) exceed the total of the gifts to the College during the entire decade preceding inauguration of the Challenge Fund effort." A brief glance at the list of gifts, grants, and bequests reveals a considerable founda-

tion support in addition to the Ford Foundation contribution. The College also receives support from several agencies of the U.S. government for such purposes as special educational programs, faculty grants, new buildings, and students loans. My expectation is that foundation and government support will increase markedly in the future. The 89th Congress is said to have passed more legislation relating to education than any of its predecessors. I believe it is vital that Middlebury keep abreast of these developing opportunities and I am sure it will.

Doubtlessly some weaker liberal arts colleges will fail as they fall behind in the competition for faculty and students and perhaps in the long run higher education will be in some way served by the failure of these colleges. But there is good reason to believe the stronger private colleges including Middlebury will, as a condition of long-run survival, progress faster than they might have without the healthy and demanding pressures which greet us today.

Dr. Hibbard is a graduate of Pomona and received his Ph.D. at Claremont. He is Assistant Professor of Economics.

Frederick C. Cabot

I WELCOME the opportunity to express some of my thoughts about the future of the small liberal arts college, though I realize my short exposure of some four months to life at Middlebury hardly qualifies me as an expert. I came here from Harvard, where my long sojourn culminated in a year's stint as Allston Burr Senior Tutor, a uniquely Harvard personage, serving as a resident dean in an undergraduate House of some 375 students. Unlike a dormitory, a House is a self-contained unit headed by a Master (a full Professor), with its own staff of resident tutors made up of some 20 junior members of the faculty. Up to that time I had served as a Teaching Fellow, a Freshman Advisor, and a crew-coach as well, all of which gave me opportunities to meet students on other levels than the strictly academic or intellectual, and convinced me that good teaching depends upon the exploitation of all lines of communication between man and man. It takes place not only in the classroom, but over a cup of coffee in a cafeteria, in a departmental office, on the athletic field, and in my case, on the Charles River.

I believed then, as now, that the small liberal arts college could progress more successfully toward the goal of full communication among men than a large university, in which the individual student may lose himself in the mass. I wanted then, and want now, to be a member of a company of scholars who care about communicating to their students not only information but, more importantly, their own desire to know more, as well as the zestful satisfaction (not to mention the occasional fatigue and frustration) that derives from the shared experience of learning. I believe I would feel very lonely in a teaching environment that placed me, the slave of a fixed schedule, on a lecture platform before a shoal of anonymous student faces.

There is a real possibility, of course, that Jacques Barzun is correct when he says that the small liberal arts college will go under. To prevent this, increased financial support is needed, not only to sustain a first-class faculty, but also to increase the availability of financial aid and scholarships to students. But a more insidious threat to the future of the small college develops when it fails to move ahead academically, or yields to the temptation to stand still.

Many problems arise to side-track the small academic community's pursuit of the objectives of open communication and shared learning, and these threaten to destroy the whole undertaking. Too often departments jealously guard what they consider to be their private secrets or individual teachers view their colleagues suspiciously, unaware of their potential to conduct a fruitful exchange of ideas, zealous only to protect the knowledge they fear will somehow be stolen from them and to vindicate their sense of self-righteousness. A major step toward achieving an enriched academic environment takes place when the faculty institutes dialogue that bridges or fuses academic disciplines. The introduction of a seminar at Middlebury last year combining studies in religion and poetry has been, I believe, a happy event, as was this year's colloquium on religious art and poetry. I hope that similar programs (which need not be formal courses or seminars involving extensive preparation) become the object of future faculty attention, for both students and faculty can benefit from them. The possibilities for combinations and suitable topics, involving exchanges between the faculties of literature, art, history, the natural sciences, and the classics, to name only a few, seem almost endless. I would like to participate in a discussion of romanticism in America which takes account of its European roots and its own individual character, or in an examination of the effects of science upon late nineteenth-century intellectual thought.

I realize that my philosophy can be summed up as "General Education." I also realize that the average faculty member in a small liberal arts college is over-

worked, and that his primary responsibility is to teach "basic" or "survey" courses in his own field. But I hope the spirit that guides academic policy will always strive to achieve that liberal climate which allows and encourages a teacher to keep himself from being frozen into a narrow, departmental discipline.

Finally, I am encouraged to note that well over half the Middlebury faculty earned their Bachelor's degrees at small liberal arts colleges (thirteen from Middlebury itself), which suggests that a significant number of graduates of small liberal arts colleges become teachers and often come back to contribute significantly to the educational system that gave them their original impetus. Theirs is the fullest commitment to the concept of the liberal arts, and from them may come the ideas that will affect the future course followed by the small liberal arts colleges in the future.

Dr. Cabot is Instructor in English. He received both his A.B. and Ph.D. from Harvard.

Russell J. Leng '60

BEING ASKED why one decided to teach at Middlebury is a little like having a wife or a girl friend ask why you picked her when there are so many apparently more glamorous women around. You know that some sort of a positive answer is expected and, unless you are a masochist or a fool, there should be one.

There are some relevant professional considerations behind my decision to come to Middlebury, but before discussing them in detail, allow me to dispose of a few other factors which are not as relevant as one might expect. As a Middlebury graduate, one might expect me to have a certain sentimental attachment to the old Alma Mater, and I do. Nevertheless, these feelings did not influence my decision to return to Middlebury in a positive sense. If anything, there is a certain reluctance to return to teach at one's undergraduate home. It is a little like joining a morals review board with your former father confessor; after all, none of us has a perfect record.

Nor was I tempted to Middlebury by the security that small colleges were once supposed to offer or the more real advantages of a lovely community in which to raise children. As a single male, I would find it difficult to explain my decision to leave Washington for Middlebury in terms of the social environment.

Finally, I do not think there is much to be gained from re-hashing the old small college case in terms of smaller classes, student-teacher contact, or avoiding the "publish or perish" dilemma. My own feeling is that the size of classes has more to do with the faculty-student ratio than the size of the institution; whereas student-teacher contact is largely dependent on the personal initiative and inclination of the professor. As for the "publish or perish" problem, I enjoy doing research and writing and believe that it adds to rather than detracts from the teaching experience.

I have decided to attempt to answer the question, then, in the only way which is really meaningful in my case, in terms of the professional rewards in my own academic career. All of us who take our professions seriously are concerned with the place accorded our particular academic disciplines within the institution. My field is international politics. I believe that a sound conceptual understanding of international problems may well be the most crucial part of a liberal arts education in the modern world. The extent to which this belief is shared by the institution with which I am identified is very important to me.

International politics has come into its own as an academic discipline only very recently; nevertheless, the quickening growth rate of schools and centers for international affairs at the university level and new departments in small colleges leaves little doubt of its place in the liberal arts curriculum. Moreover, I am convinced that a full understanding of the phenomena of international politics grows best in a broadly based liberal arts curriculum rather than through specialization in the social sciences alone. International politics is ultimately concerned with decisions and actions based on human values. If the morality is harsher, the stakes are higher and the conflicts go deeper.

It does not necessarily follow that a humanistic education leads to an understanding of human social relations, much less politics among nations; nevertheless, I do believe that such a foundation is necessary if one is to apply a sophisticated analysis in a meaningful and beneficial way. The misuse of advanced techniques of social science research can be as dangerous as it is wasteful. As we learn more and more about what motivates individual and group behavior (anyone who doubts how much we now know might study the techniques applied by successful candidates in the recent gubernatorial campaigns), it becomes more and more essential that our knowledge be related to higher human values. I am just as convinced that a liberal arts background is a necessary prerequisite to a conceptual understanding of

international politics as I am that a basic understanding of international politics is a necessary part of a modern liberal arts curriculum.

Middlebury's liberal arts curriculum, not to mention its particular capabilities in modern foreign languages, would seem to provide the ideal potential for undergraduate training in international politics. I hasten to add, though, that the emphasis should be on "potential." Middlebury is presently staffed to offer only two courses in this field, a survey course in international politics and one in American foreign policy. The reader should also be cautioned that the opinions regarding the importance of teaching international politics in the liberal arts curriculum are those of the author, a prejudiced and very junior faculty member.

This leads us to the more difficult part of the question. Why choose Middlebury over some other liberal arts institution? Why not a university offering more adequate research facilities and a broader intellectual and social environment, including a full-sized school of international politics? There are two principal reasons why I decided to come to Middlebury, and the extent to which their possibilities are being realized will be the subject of the remainder of this discussion.

It is impossible to list these reasons in order of importance, but allow me to begin with the quality of the students, one area where my hopes have already been more than fulfilled. The quality of the Middlebury student influenced my decision in two respects. In the first place, most of us who teach are motivated by some feeling of purpose. I think many of us who are students of international politics are particularly disturbed by the lack of understanding of otherwise well-informed and well-educated Americans where international matters are concerned. We would like to help close what we consider to be the "conceptual gap" between governmental policy-makers and influential citizens. The capable and interested students are the ones most likely to assume leading positions in their own communities even if they do not carry their interest into graduate school or actual government work. Most of us would like to teach to those who will make the most meaningful use of what they have been taught.

No less important is the immediate reward of the experience itself. There is a real joy to teaching lively, bright, and demanding undergraduate students. The learning experience becomes a two-way affair; good students probably make as many good instructors as vice-versa. Middlebury has exceeded my highest expectations in this respect. It would be hard to imagine a more responsive group of students —especially at eight o'clock in the morning.

The second consideration is a little more difficult to pin down. Generally, it is the feeling that the college is in a period of qualitative improvement, that there is a firm commitment to excellence in scholarship and teaching. This means, among many things, the promise of stimulating colleagues in related disciplines, growing research facilities, and the leave time to do research without cutting into time that should be devoted to teaching. This means the opportunity to attend scholarly meetings and conventions and the anticipation of new staff members and course offerings in one's own discipline—perhaps an advanced seminar in methodology or simply the capability to provide requested discussion sections in a survey course.

Many of these things are already happening at Middlebury. Despite Mr. Barzun's dire prediction, there is also little doubt that available resources are increasing and that the College is growing; growing, I believe, in the right direction. Perhaps this best explains a young faculty member's decision to come to a college like Middlebury. It is, if you will, the hope that you may be able to grow together.

A 1960 graduate of Middlebury College, Russell Leng is Instructor in Political Science. Mr. Leng holds an M.A. from American University and has completed all requirements for the Ph.D at the School of International Service of American University. The degree will be conferred this spring.

Nicholas R. Clifford

OBVIOUSLY no one should try to minimize the threat to the small liberal arts college. Barzun and his fellows may be prophets of doom, but the prophets of doom, like Jeremiah and Cassandra, have often been right. Furthermore it would be foolish to suppose that even the most richly endowed, most favorably situated small college (and Middlebury is neither of these) can hope to beat the giants at their own game, either by providing a good education at a low cost, as the state universities do, or by providing programs of intense specialization in a great many subjects. Nevertheless, one need not necessarily conclude that the small college is doomed. But in order to survive, it will have to take a careful look at itself and try to determine whether it should continue to do what it has done in the past or whether it needs to define a new set of objectives.

First: if one means by "small liberal arts college" the sort of institution which seeks to inculcate certain values (called "liberal") by exposing the student to a little bit of a great many subjects, then I think that

there is no question that such a college is doomed, and this is probably a good thing too. Such an education may have had a function in its day, but that day has passed. The line between breadth and superficiality is a very narrow one, and so is the line between inculcation and indoctrination. As members of a college community, we are indeed concerned with the traditional values of scholars, and we should try to instil in our students a love, or at least a respect, for learning and for truth. But I think that these are just as likely to be derived from, say, an intensive study of Europe in the second half of the 17th century as from a course which tries in the same length of time to introduce the student to the development of ideas from Plato to Sartre. For this reason, it seems to me that the distinction drawn between the "liberal arts" and "increasing professionalism" is in many ways an artificial one, just as is the distinction between "teaching" and "research." Of course we cannot give our students all the sorts of preprofessional training that Harvard College can. The budding student of Central Asia cannot take a course in Mongolian at Middlebury, while Harvard will be happy to offer him one. At the same time, in those subjects we do teach we should be able to equip most of our students with something close to the sort of training that most Harvard students are given. We can teach them what we think history is, for example, and we can teach them how the historian goes about his job. We can give them a training in method in American history which will stand them in good stead should they then decide to turn their talents to Central Asian studies. But this will have to be done by concentrating on teaching those subjects which our faculty is professionally competent to teach, and by avoiding the tempting idea that in a liberal arts college any man can teach any subject in his discipline successfully.

I should emphasize that I have had only limited exposure to the small college, but it seems to me that in the past such institutions have tended to rely too heavily on a quality of charisma in their teachers in the hope that this will overcome a lack of professional training in the subjects taught. How often have we heard the sort of statement from alumni (and not just small college alumni, either) that runs something like this: "When I went to X college, I had a course in Y from old Professor Z. He may not have known much about the subject, but he certainly knew how to teach!" Now, there have been and still are such men as Professor Z who can ignite a heretofore slumbering mind by the sheer impact of personality rather than by the impact of a deeply studied, thoughtful consideration of the subject at hand. But such men have always been rare, and I would venture a guess that they are getting rarer all the time, for the simple reason that men with the lively minds and obvious abilities of Professor Z are increasingly likely to find opportunities to devote themselves to their chosen fields of specialization. Increasingly, therefore, if the small college is to attract such men to its faculty, it is going to have to allow them to concentrate on teaching and doing research in their own fields, without also insisting that they carry courses in two or three other fields as well. Of course the small college cannot keep on its staff a man who can only teach late 17th century history, but reasonable compromises can be made. The curriculum should be loosely constructed, so that it can be fairly easily adapted to the qualifications of the faculty and changed as those qualifications change.

Such considerations apply not only to the problem of recruiting a faculty, but also to the problem of recruiting the brightest students. Here the small college must depend on its strength, and its great strength, as we have all been told, is its ability to give the student the sort of attention which is simply unknown at Harvard or Berkeley. And it cannot do this if it tries to match the course offerings of the giants overloading its faculty and demanding that they teach all sorts of courses outside their qualifications. This can only result in cutting the teacher off both from his students and from the knowledge of advances which are being made in his field. He will lose, the students will lose, and the college will have abandoned one of the chief virtues which distinguishes it from the giants.

If these reflections are at all correct then, the solutions are easy enough. The small college needs a faculty of professionally competent men and women, a high faculty-student ratio, a teaching load light enough to allow the sort of relationship between students and faculty which Harvard cannot give, and light enough also to allow the faculty to pursue their own research interests and to contribute to the expansion of knowledge in their fields.

This brings me briefly and regretfully to a second point: money. Such conditions obviously require money and lots of it. Everything I have suggested, and very likely everything that others would suggest, is expensive and will become more so. Here I am afraid I have no easy solutions. A college like Middlewill simply have to depend on its alumni and other benefactors and will have to hope that the men who control the purse strings of the great foundations will look with favor on it. The small college cannot depend on this sort of favor automatically; it will have to prove its vitality, and it will have to prove that it is doing something worth doing, something which the giants cannot do, and that (*Please turn to next page*)

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THE MIDDLEBURY STUDENT

(*Continued from page 5*)

available for students and teachers alike to perform a much more thorough job of delving into a subject.

Another problem created by the present organization of the academic year concerns the academic calendar. The first semester runs fairly smoothly from the middle of September to the middle of December, at which time that tradition known as the Christmas vacation arrives. However, since this supposed respite from academic pressures occurs squarely within the first semester, and since a great many students are forced to work on papers due immediately after the Christmas holidays or to prepare for pre-A's scheduled soon thereafter, the word "vacation" begins to take on a rather hollow ring. And, of course, the entire student body is faced with the prospect of first semester final examinations only three weeks after its return to the campus early in January. These three weeks constitute a rather disconnected appendage to the first semester as a result of the two-and-a-half week break around Christmas. A chain of thought has been dropped which must be taken up once more in each course, seldom without difficulty, and brought to some sort of conclusion. The unity and logical sequence of many courses are disrupted. Even two or three weeks away from a subject in the middle of a course will necessitate added reviewing later on. Finally, after the final examinations are over, comes the only real vacation during the entire academic year, the break between the first and second semesters, which consists of five or six days at best for a majority of Middlebury students, after which they must come trooping back and rush headlong into the second semester. It doesn't take long for most students to become engulfed with academic work once more, from which the Easter "vacation," like its Christmas counterpart, provides little relief. Thus, some revision in the academic calendar would seem a necessity.

The first and most important change would be to make the first semester end before Christmas, so that all papers and examinations would be completed and the students could enjoy a real vacation. The first semester would be a cohesive unit without any appreciable breaks. Starting earlier in September would seem a small price to pay for the resulting advantages of such a system. Now what about the second semester? If it begins in January, what can one do about the break caused by the spring vacation in late March or early April? Perhaps one approach that could be tried would be the creation of a third semester which would begin after the spring vacation and run until June. Once again, since it would serve as the break between two semesters, the spring vacation would be a real vacation. And wouldn't three semesters, each actually equivalent to a quarter of a calendar year, provide a good calendar system into which to introduce a three-course-a-semester plan? There would be an additional set of final exams but fewer exams in each set. A number of colleges and universities, including Dartmouth, and Springfield College in Massachusetts, are presently under this system, which provides both a more reasonable and productive work load each semester and a more practical schedule of semester break vacations.

Although this plan seems to offer at least a partial remedy for the ills inherent in Middlebury's academic year organization, it undoubtedly raises new problems of its own and may very well not be the best system for Middlebury to adopt when it revises its calendar structure. In any case and whatever plan is chosen, Middlebury must introduce some changes into its academic calendar as early as possible so as to benefit its soon-to-be-increased student enrollment. It is encouraging to note that both the Faculty and Student Educational Policy Committees have been actively discussing this problem for over a year now and that the administration has hinted that it might support a calendar of two semesters separated by a six-week independent study and research period. The knowledge that the faculty and administration, as well as the students, are intimately concerned with this problem suggests that some solution will certainly be forthcoming in the near future.

WHAT IS THE FUTURE OF THE SMALL LIBERAL ARTS COLLEGE?

(*Continued from page 15*)

it deserves not only to survive but to thrive. Perhaps in the next few decades many colleges will fall by the wayside, and they will fall for a lack of money and a lack of vision. Money is obviously one of Middlebury's great problems but the vision is certainly here, and that is why I, for one, feel grateful for the opportunity of being here.

Dr. Clifford, Assistant Professor in History, recieved his B.A. from Princeton and his M.A. and Ph.D. from Harvard.